

Module 5: The TC Social Structure and Physical Environment

Preparation Checklist

- ☐ Review Getting Started (page 9) for preparation information.
- ☐ Review Module 5, including Resource Sheet, Summary of Module 5, and Review of Module 5.
- ☐ Review the section on TC meetings (beginning on page 5-12), and make any necessary adjustments in the meeting names if the participants' TC uses different names for the same type of meetings.
- ☐ Review the following recommended reference:
 - De Leon, George. *The Therapeutic Community: Theory, Model, and Method*. New York: Springer Publishing Company, Inc., 2000. Chapters 7, 8, 15, and 16.
- ☐ In addition to the materials listed in Getting Started, assemble the following for Module 5:
 - A sample daily schedule
 - Today's newspaper
 - A book of daily thoughts or meditations.

Module 5 Goals and Objectives

Goals: To understand how the TC social structure and the physical environment promote residents' return to a healthier lifestyle in mainstream society and to understand that rules, structure, work, meetings, and other components of the daily routine, as well as features of the physical facility, are integral components of the TC approach to treatment.

Objectives: Participants who complete Module 5 will be able to

- State at least three reasons why rules are important in TCs
- Explain four aspects of the TC social organization (structure, systems, communications, and daily schedule) and explain how each aspect benefits TC residents
- Explain the purpose of each type of resident meeting: morning, house (or general), closing, and seminar
- Explain how the physical environment of the TC benefits residents
- Explain how rules related to security and access contribute to residents' healing and recovery process.

Content and Timeline

Introduction	20 minutes
Exercise: Rules	30 minutes
Presentation: TC Rules—Cardinal, Major, and House	15 minutes
Presentation: Structured Socialization	45 minutes
Break	15 minutes
Presentation: Resident Meetings	30 minutes
Exercise: Simulation of a Morning Meeting	30 minutes
Presentation: Seminars	15 minutes
Break	15 minutes
Presentation: The Physical Environment of the TC	15 minutes
Presentation: Access and Security	15 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
Total Time	4 hours, 45 minutes

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20 minutes



OH #5-1

Introduction

Distribute and review the Module 5 agenda.

If you are conducting Module 5 as a stand-alone session or if you have just completed presenting Module 4, skip the following Module 4 review.

Review

Ask participants what they remember from Module 4. Ensure that the following topics are reviewed:

- Social learning compared with didactic learning
- The eight basic concepts of community-as-method
- The self-help and mutual self-help learning processes.

Ask participants whether they have any questions or have had any thoughts about Module 4.



Module 5 Goals and Objectives

Ask participants to turn to page PM 5-1 of their Participant's Manuals.

Present the goals and objectives of Module 5.

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30 minutes



OH #5-2



Exercise: Rules

Introduce the exercise and explain that

- The purpose of the exercise is to think about the benefits of having rules.
- Participants will work with partners to discuss rules they have in their households and the benefits of having these rules.
- Participants will introduce their partners' rules to the group.

Instruct participants to select a partner.

Direct participants to have one person tell the other about three rules of his or her household and the benefit of having each rule while the other person listens actively by

- Making direct eye contact when the other person is talking
- Acknowledging what is being said by nodding
- Repeating in his or her own words what he or she heard the speaking partner say.

Allow 5 minutes; instruct partners to switch roles.

The instructions are the "rules" of the exercise; observe how well participants obey those rules.

Allow another 5 minutes; then ask participants to tell the group what they heard from their partners.

Record the rules and benefits on newsprint.

Summarize the exercise by explaining that in most groups or settings, rules exist to guide behavior, reinforce values, and maintain a physically and psychologically safe environment.

If you have time, continue the exercise by asking all participants whether they think their partner heard them and reported accurately on their household rules.

Share any observations you made regarding how well participants followed the rules of the exercise.

Invite participants to share their thoughts and feelings for 5 minutes. Ask two participants to answer the following questions :



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- How did you feel during the active listening exercise?
- What did you notice about yourself during the exercise?

Thank participants for sharing.



15 minutes



OH #5-3

Presentation: TC Rules—Cardinal, Major, and House

Emphasize the importance of rules by explaining that

- Rules guide the actions of residents, establish healthy boundaries, and reinforce prosocial behavior patterns.
- By following rules, residents gradually learn to maintain a physically and psychologically safe community.
- TC rules create an environment that is structured to protect residents' safety and well-being.

Cardinal Rules

Explain that cardinal rules

- Include
 - No physical violence
 - No threats of violence or intimidation
 - No drugs or alcoholic beverages
 - No sexual activity
- Protect the physical and psychological safety of the community
- Are absolute and related to behavior that is not tolerated in the TC
- Are strictly enforced; breaking a cardinal rule nearly always results in dismissal from the TC.

Major Rules

Explain that major rules

- Are seen as essential to the recovery process and include
 - No stealing or other illegal activity
 - No vandalizing or destroying property
 - No contraband

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- Address antisocial behavior
- Protect the physical and psychological safety of the community.

Explain that

- When a resident breaks a major rule, staff members and senior residents design an intervention to enhance learning and healing.
- If a resident breaks a major rule more than once, he or she may be discharged.

House Rules

Explain that house rules

- Are related to prosocial behavior patterns residents are expected to adopt gradually and include
 - Following instructions
 - Being punctual
 - Maintaining appropriate appearance
 - Using proper manners
 - Not lending or borrowing money or other possessions
- Are similar to society's expectations
- Can vary according to the TC.

Ask participants to give examples of other house rules used in their TC.

Emphasize that maintaining house rules is important because

- Residents learn to hold one another accountable.
- Residents learn to give one another constructive feedback.
- Rules create a safe and predictable community that allows personal growth and recovery to occur.

Point out the similarity between the benefits of rules participants discussed in the opening exercise and the benefits of rules for TC residents.

Ask participants whether they have any questions about what has been discussed so far.

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45 minutes



OH #5-4



OH #5-5

Presentation: Structured Socialization

Ask participants how they would define “structured socialization.” Record responses on newsprint.

Summarize (if necessary) by explaining structured socialization as a step-by-step process through which residents learn prosocial behavior and attitudes that allow them to become productive members of mainstream society.

Explain that the TC social organization helps residents learn prosocial behavior and attitudes.

Write on newsprint the four aspects of TC social organization:

- Structure
- Systems
- Communication
- Daily regimen of scheduled activities.

TC Structure

Explain that the TC structure guides and supports socialization and includes

- Staff roles
- Resident stratification and the TC’s staged approach to treatment
- Peer work hierarchy.

Explain that each of these three elements of the TC structure is discussed in later modules.

If you are presenting Module 5 as a stand-alone training session, consider providing brief descriptions of these three elements. Staff roles are discussed in Module 7, resident stratification and the stages of treatment in Module 10, and the peer work hierarchy in Module 9.

Explain that the TC structure board is used as a visual representation of the TC social structure and includes

- Each resident’s name
- His or her program stage and phase of treatment
- His or her position in the peer work hierarchy.

Explain that the TC structure board is discussed more thoroughly in Module 9.

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If you are using job assignments in your training community, refer participants to the structure board you have posted in your training room.

Ask participants: Why do you think structure is important for residents?

Record responses on newsprint.

Explain that structure is important because residents learn

- *A step-by-step approach for success:* For residents who have a history of real and perceived failures, the step-by-step staged approach to treatment provides opportunities to succeed and receive positive reinforcement.
- *How their behavior affects others:* For residents who are indifferent to the consequences of their behavior, the highly structured procedures force them to be aware of their surroundings and the effect of their behavior on others.
- *Underlying issues:* The social structure exposes residents to various roles that can reveal emotional, attitudinal, and behavioral problems.
- *Positive interactions with authority:* For residents who have had difficulties with authority figures, the structured program provides many opportunities for positive interactions with staff authority figures.

TC Systems

Explain that all TC activities are systematized and that formal, written policies and procedures include specific steps for conducting every activity.

Emphasize that TC systems maintain order and a positive environment of support and caring.

Explain that system breakdowns can and do occur and can have serious effects on the functioning of the community.

Explain that system breakdowns

- Occur because procedures are not followed
- Occur because staff members do not follow procedures and the daily schedule
- Are viewed as opportunities to detect and address underlying clinical problems of residents who did not follow procedures.

Explain that TC staff members are responsible for maintaining TC systems and are expected to

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- Follow up and provide feedback:
 - Observe and assess whether procedures are appropriately implemented
 - Provide feedback to supervisors on how procedures are working
- Follow through on tasks and promises:
 - Do what you say you are going to do (Failure to follow through weakens morale and undermines the integrity of the TC treatment process.)
 - Encourage and monitor residents' followthrough on tasks and promises
- Review and assess breakdowns:
 - Continually assess and discuss system breakdowns with appropriate staff members and residents
 - Focus on residents' attitudinal and emotional issues related to system breakdowns because breakdowns can reflect treatment issues.



Ask participants: Why do you think systems are important for residents?

Record responses on newsprint.

Explain that systems are important because they help residents learn to

- *Function in a hierarchical social system:* For residents who are mistrustful, cynical, or fearful of systems, the TC provides opportunities to learn how to function in a hierarchical social system.
- *Follow through:* For residents with poor accountability, TC systems monitor their behavior as they learn to be responsible for their actions and follow through on work and promises.
- *Make gradual progress:* For residents who tend to give up, the TC teaches tolerance, patience, and gradual progress to meet goals. Adherence to procedures requires residents to
 - Control their impulses
 - Delay gratification
 - Handle frustration
 - Manage their emotions.

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TC Communication

Explain that the TC uses both formal and informal communication structures.

Formal communication

Explain that

- The TC has a formal reporting system to ensure smooth operations and provide feedback on the behavior of residents.
- Formal communication is vertical. Information is passed in a prescribed order and must be adhered to by all residents and staff members, as follows:
 - Communication flows from residents to senior residents to junior staff members to senior staff members and in the same order in the other direction as well.
 - All information must be reliable and authentic.

Ask participants to describe the formal communication process in their TCs.

Informal communication

Explain that

- Informal communication occurs among residents and tends to spread rapidly.
- Informal communication is the primary way residents learn new behavior.
- Informal peer communication is the primary way residents start to experience a sense of community with the TC.

Ask participants for examples of the informal communication system.

Explain the benefits of open communication by pointing out that residents' healing and learning are enhanced when

- All breakdowns in communication are reported and discussed to further residents' healing and learning processes.
- Negative reactions are resolved:
 - New TC residents react negatively to many things that are said to them by staff members and peers.
 - As part of the recovery process, residents' reactions to what is said to them must be discussed openly.

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- Through this process, residents
 - Increase their self-awareness of underlying issues
 - Learn more effective ways to communicate.

Daily Regimen of Scheduled Activities

Give each participant a copy of the sample daily schedule, and provide an overview, explaining that

- The TC day begins and ends at set times.
- The daily schedule consists of meetings, jobs functions, therapeutic groups, seminars, personal and recreational time, and individual counseling, as needed.
- All residents and most staff members come together to share meals three times a day and to attend meetings.
- Weekends are less structured and focus on general cleanup of the facility and organized recreational trips.

Stress that the daily schedule is extremely important and should be changed only by the director of the facility.

Emphasize that straying from or abandoning the daily schedule leads to breakdowns in TC systems.

Ask participants to describe a typical day in their TC.

Ask participants to explain how having a daily schedule benefits the residents.

Record responses on newsprint.

Explain that the daily schedule benefits residents because they learn to

- *Be more productive:* For residents who lack structure in their lives, the TC teaches residents how to
 - Set goals
 - Establish productive routines
 - Manage work and other responsibilities.
- *Perform consistently:* For residents who have trouble achieving long-term goals, the TC routine teaches that goal attainment occurs one step at a time and rewards consistent performance.



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- *Manage leisure time:* The full schedule provides certainty and reduces anxiety associated with free time that typically triggered drug-related behavior in the past.
- *Minimize self-defeating thoughts:* For residents who may be withdrawn, the structured day lessens their preoccupation with self-defeating thoughts.

Journals

Ask participants to write in their journals about

- The role of structure and systems in their own lives
- Any difficulties they experience in maintaining and supporting the structure and systems of the TC.

Remind participants that journals are for their own processing and growth. Allow 5 minutes for this activity.



30 minutes



OH #5-6

Presentation: Resident Meetings

Discuss the importance of resident meetings by explaining that such meetings

- *Enhance the sense of community:* The purpose of all TC meetings is to enhance the sense of community and contribute to the residents' healing and recovery process.
- *Provide structure:* Meetings are the organized components of the day. Participation in meetings is part of the healing and recovery processes and contributes to a sense of orderliness and purpose.
- *Resolve issues:* Meetings provide a structured way to address individual and collective concerns and to reinforce the main messages of recovery.
- *Communicate to all members of the TC:* Meetings provide an efficient way to communicate to all members of the TC because both staff members and residents are required to attend.
- *Assess individual and collective moods of the TC:* Daily meetings help staff members assess individual or group moods. **Residents who are withdrawn and not participating are considered at risk for dropping out, violence, or suicide.**

Ask participants what types of meetings are held in their TCs. Ensure that they mention:

- *Morning meetings*
- *House or general meetings*

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OH #5-7

- *Closing* meetings
- Seminars.

Morning Meetings

Explain that the depressing effects of residents' drug use in the past may have contributed to a lethargic beginning of each day.

Explain that morning meetings are designed to

- Be uplifting and engage residents who may be displaying withdrawn and isolating behavior
- Motivate residents to begin the day in a positive way; this helps them better cope with issues that arise throughout the day
- Quell fears and anxieties residents may have felt in the past when they woke up to a day filled with chaos, tension, demands, and, perhaps, abuse
- Gradually teach residents that they can shift their moods without the use of drugs or alcohol; they may wake up sad and reluctant to get to work, but the practices of the morning meeting can lift their spirits
- Enhance residents' sense of community.



OH #5-8

House (or General) Meetings

Explain that house or general meetings

- Are held as needed to address issues and problems that pose a physical or psychological threat to the community
- Provide an opportunity for residents and staff members to discuss community concerns and ways to correct community problems.

Explain the process of general meetings as follows:

- Directors or assistant directors lead general meetings.
- Role models and other senior residents are responsible for noticing or reporting early signs of problems so that residents can accept responsibility and learn from their experiences.
- All staff members on duty attend and meet after the meeting with resident community leaders to discuss appropriate followup actions.
- Decisions are not made impulsively but are announced within 24 hours of the meeting.

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OH #5-9

Closing Meetings

Explain that

- The purpose of a closing meeting is to conduct community business in a structured way.
- Community members meet after dinner to bring closure to the day's activities and announce evening and the next day's assignments and activities.
- Closing meetings provide an opportunity to observe and assess residents' moods.

Explain that closing meetings typically are led by an expediter and a coordinator and include

- Announcements about
 - Learning experiences. Individual residents explain why they have been given a learning experience and what behavior they intend to change.
 - Promotions and demotions.
 - Encounter group assignments.
 - Schedules for the following day.
- Observations by senior residents on what went well during the day and what problems occurred. Senior residents display their leadership skills at these meetings.

Stress that residents are expected to listen attentively, obtain information, and refrain from casual or side conversations.

Note that *seminars* also can be considered a type of meeting but are discussed later in the module.



30 minutes

Exercise: Simulation of a Morning Meeting

Introduce the exercise by explaining that

- The purpose of the exercise is to provide the uplifting experience of a morning meeting and to enable participants to appreciate the benefits these meetings provide to residents.
- Participants will be assigned roles to play in the meeting.

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- The morning meeting exercise will be conducted for 10 minutes and will be followed by group discussion.

Refer participants to page PM 5-6, Resource Sheet #5-1: Morning Meeting Simulation. Review with them the Components of a Morning Meeting and Morning Meeting Rules.

Assign participants the roles designated on the Resource Sheet.

Give participants the newspaper and book of daily thoughts or meditations to use in planning the meeting. Allow 10 minutes for participants to plan the meeting and prepare their parts.

Ask the “resident coordinators” to begin the morning meeting with the coming-together ritual.

Allow 10 to 15 minutes for the exercise.

Ask the following questions:

- *To participants who were resident coordinators:* What was your experience conducting the meeting?
- *To participants who were resident presenters:* How did you feel about presenting at the morning meeting?
- *To participants who were staff members:* How did you feel in your role?
- *To all participants:* What did you experience during the simulation?

Explain the role of staff members during and after morning meetings as follows:

- All staff members on duty sit in the back of the room to observe.
- Staff members assess resident participation, overall group energy, attitudes, and affect.
- Staff members may contribute humor or an uplifting thought.
- Staff members and resident community leaders meet later in the day to discuss
 - The degree to which the residents in charge of the meeting were prepared and appropriate
 - The need for any treatment plan adjustments for the residents.

Summarize the exercise by emphasizing the importance of the morning meeting and the following benefits to residents of actively participating in the meeting:

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- The meeting provides a predictable element—a ritual—of life in the community.
- The format and rules are consistent, enhancing residents' sense of continuity and predictability.

Allow 5 minutes for participants to share any additional thoughts and feelings.

Thank participants for sharing.

If you are using the TCC training over consecutive days, inform participants that they will conduct a morning meeting on each of the remaining days of the training, and assign (or ask for volunteers for) roles for tomorrow's morning meeting.



15 minutes

Presentation: Seminars

Explain that seminars are

- Held in a classroom setting
- Conducted by residents, as an earned privilege
- A way to get useful clinical information about an individual's progress in treatment or about the functioning of the community as a whole
- Designed to
 - Educate residents about various topics
 - Provide intellectual stimulation
 - Help residents examine their personal values
 - Stimulate insightful thinking
 - Help residents understand the TC and its philosophy
 - Raise awareness of important recovery issues
 - Help members develop the ability to express themselves by building confidence and self-esteem
 - Enhance residents' attention spans and listening and speaking skills.

Describe the various types of TC seminars as follows:

- Seminars to provide information, such as
 - Alcohol and drug information
 - Recovery concepts
 - Introduction to 12-Step programs
 - Health information

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- Seminars for intellectual stimulation, such as
 - *Concept seminars*: Understanding concepts of TC process and perspective
 - *Pro-and-con seminars*: Issue-oriented debates on real-world events
 - *Role induction seminars*: Didactic presentations of TC rules, procedures, treatment stages, and so forth (sometimes called “data sessions”)
 - *Great books seminars*
 - *Literacy seminars*
 - *Special interest seminars*
- Seminars promoting personal involvement, such as
 - *Grab bag seminars*: Fun presentations of topics picked randomly from a bag to facilitate spontaneity
 - *“Tell-your-story” seminars*: Residents talk about their lives
 - *Seminars presented by a resident in an area of his or her expertise*
- Seminars facilitating social integration, such as
 - *Guest speaker seminars*: Outside experts speak about various topics of interest, such as different careers or health and well-being
 - *House trip seminar*: Presentation that coincides with an outside trip, such as to a museum or theater.

Ask participants to name any other types of seminars held in their TCs.



15 minutes



OH #5-10

Presentation: The Physical Environment of the TC

Explain that the physical environment of the TC is important in helping residents to

- Disengage from their previous lifestyle
- Attain positive affiliation with the TC
- Achieve self-discipline by taking care of their environment
- Reinforce recovery principles and right living.

Explain that the physical setting of the TC helps residents disengage from the people, places, and things associated with their previous lifestyle by separating residents from their previous surroundings

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- Physically
- Socially
- Psychologically.

Discuss how the physical setting helps residents achieve self-discipline:

- Residents must keep the TC clean and orderly and are encouraged to take pride in keeping the inside areas neat and attractive.
- The discipline required to maintain a clean and orderly environment will be internalized gradually.
- As residents prepare to reenter mainstream society, they will take this discipline and apply it to their new environment to create a healthy community for themselves.

Note that it is important for staff members to serve as role models and to reinforce the importance of taking care of the TC environment.

Discuss how the physical setting of the TC helps residents attain positive affiliation with the TC and reinforces recovery principles by

- Displaying decorative artifacts such as artwork, poetry, sculpture, and crafts, often created by residents, that
 - Provide a cheerful atmosphere and foster a sense of home and ownership
 - Help define the TC culture
 - Promote self-expression, self-esteem, and affiliation
- Displaying throughout the facility signs with slogans, phrases, and other messages of recovery and right living.

Explain that common areas (dining room, lounges, classrooms, and sleeping quarters) have rules that reinforce recovery principles and right living:

- Dining room
 - Eating all meals together is important. Residents learn social manners and become comfortable with members of the community.
 - During each meal staff members and senior residents observe residents' behavior and look for those who appear isolated and withdrawn.
 - Residents may be asked to move to different tables to interact with residents in different stages of recovery ("spread your action").

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- Lounges
 - Lounges provide an opportunity for residents to have informal social interactions with their peers. These interactions are part of a healing and recovery process.
 - House rules in lounge areas include no flirting, no horseplay, and no cliques. Residents are reminded that time spent in the TC is focused on healing and recovery. For example:
 - Small talk is discouraged.
 - “Hanging out” is considered a waste of time.
 - Talking about what is happening emotionally is encouraged.
 - Expressing opinions on current events is encouraged.
- Classrooms
 - Residents are expected to behave as students in classrooms. They are taught to
 - Sit properly
 - Take notes
 - Express their opinions appropriately
 - Listen to the presenter.
- Sleeping quarters
 - Residents’ sleeping quarters reflect their status in the TC; the type of room and possessions allowed in the room are part of the privilege system.
 - Privacy is considered an earned privilege based on residents’ social and psychological growth; the ability to handle time alone is considered an important step in the healing and recovery processes.
 - Cleanliness is important, as reflected in the TC maxim, “Clean bed, clean head.”

Review the material by asking participants to summarize how the physical environment of the TC benefits residents.

Allow participants to ask any questions about what has been discussed so far.

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15 minutes



OH #5-11

Presentation: Access and Security

Explain that TCs are not locked facilities, but they restrict access to provide security for residents and promote recovery, as follows:

- Residents (under staff supervision) are responsible for restricting unauthorized entry into and exit from the facility.
- Residents are responsible for monitoring other residents' movements inside the facility and around the grounds.

Emphasize that security is a critical issue for the TC and that the physical structure must provide a safe environment for residents.

Identify the following rules related to access and security:

- Residents are monitored through sign-in and sign-out sheets.
- Trips outside for family obligations or legal or medical appointments require staff permission and sometimes an escort, such as a senior resident role model.
- All visitors must be preapproved by staff, preferably the day before their visit. They must be authorized before entering the facility and escorted to their destinations.
- When residents return to the TC, they are searched, their urine is tested for drugs, and packages are inspected.

Emphasize that strict limitations are placed on new residents' access to the outside world to separate them from negative influences and help them gradually identify with the TC.

Ask participants to provide examples of additional rules related to access and security in their facility.

Explain "house runs" in a TC as follows:

- Several times a day, a team of staff members and senior residents inspects the entire TC for cleanliness and order.
- House runs detect facility problems at an early stage and ensure that residents are in their expected locations.
- Strengthening the behaviors required to keep a clean and orderly environment also strengthens residents' ability to
 - Control their emotions
 - Achieve self-management

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- Think in an orderly way.
- House runs yield important information about resident's behaviors, attitudes, and emotions, including their
 - Underlying issues of discipline, self-control, and commitment
 - Need for training in how to take care of their physical space.



20 minutes



Summary and Review

Review the topics presented in this module.

Ask participants to gather in their small groups.

Refer participants to page PM 5-8, Summary of Module 5.

Instruct participants to read the summary either individually or in their small groups.

Refer participants to page PM 5-12, Review of Module 5.

Instruct participants to work with their small groups to answer the questions on Review of Module 5. Explain that this review is a way for participants to assess and consolidate their learning.

Allow 10 minutes for the small-group review.

Ask participants what they learned in this session, and facilitate discussion.



20 Minutes



OH #5-12



Journal Writing and Wrapup

Journals

Instruct participants to take 5 minutes to write in their journals. Possible subjects are

- What information from this module did you find most useful?
- In what ways might you use this information in your role as TC staff member?
- How are you feeling about your role in this training community?

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Wrapup

Wrap up the session by asking participants whether they have any questions or would like to share their thoughts and feelings about Module 5 or the training in general. Note that participants may say anything on their minds.

Allow time for participants to respond.

Conduct one of the following completion activities:

- Ask each participant to say something positive about the person sitting to his or her right.
- Ask each participant what he or she would like to be acknowledged for, and acknowledge the person.

There is no prework for Module 6.

Resource Sheet #5-1: Morning Meeting Simulation

The Morning Meeting: Overview

The purposes of the morning meeting are to

- Start the day in a positive way
- Motivate residents
- Enhance the sense of community.

Components of a Morning Meeting

- *Coming-together ritual:* All members of the community start the meeting by saying “good morning, family” and reciting the community’s creed or philosophy.
- *Social awareness:* Current events outside the TC and local weather reports are briefly presented.
- *Thought of the day:* A brief thought designed to focus the community on personal growth or problemsolving is presented; for example, a department head may present “trusting each other” and allow residents time to reflect on how they will incorporate this thought into the day.
- *“Up” ritual or energizer:* This is a group activity, such as singing or playing a game, to energize and engage members. It is not simply entertainment but is intended to reinforce recovery and concepts of right living.
- *Closing ritual:* This is a shared activity that signals the end of the meeting. For example, some TCs have adopted theme songs that residents sing together with locked arms to close the meeting.

Morning Meeting Rules

- Maintain an emphasis on the “here and now.”
- Only one person may speak at a time.
- Individuals speak only for themselves, but they may encourage others to participate.
- Attention is focused on being positive and uplifting.

The Role of TC Staff Members

- All staff members on duty sit in the back of the room to observe.
- Staff members assess resident participation, overall group energy, attitudes, and affect.
- Staff members may contribute humor or an uplifting thought.
- Staff members and resident community leaders meet later in the day to discuss
 - The degree to which the residents in charge of the meeting were prepared and appropriate

- The need for any treatment plan adjustments for the residents.

Morning Meeting Simulation: Participant Roles

- *Staff member:* One participant acts as the staff member and assists in planning the morning meeting. The staff member writes the agenda on newsprint, guides the coordinators if necessary, tells a joke or adds humor, and intervenes if a resident acts out.
- *Two resident coordinators:* Two participants are responsible for conducting the meeting. The resident coordinators begin the meeting by greeting group members with “Good morning, family” and ask residents to recite the TC philosophy. The coordinators state the purpose of the meeting, remind participants of the rules, and conclude with the closing ritual.
- *Resident #1:* This resident is responsible for the social awareness component and presents the weather report and one current event.
- *Resident #2:* This resident is responsible for the thought for the day.
- *Resident #3:* This resident is responsible for the “up” ritual or energizer and may lead the group in singing a song intended to reinforce recovery or a concept of right living.
- *Remaining participants:* The remaining participants play the parts of residents and may complain or pretend to be bored, tired, or hostile at the beginning of the meeting.

The resident coordinators begin the simulation of the morning meeting with the coming-together ritual.

Summary of Module 5

TC Rules

Rules guide the actions of residents, establish healthy boundaries, and allow prosocial behavior to be reinforced. By following rules, residents gradually learn to maintain a physically and psychologically safe community. Rules create a safe and predictable community that allows personal growth and recovery to occur.

Cardinal rules protect the physical and psychological safety of the community and are strictly enforced. Violating a cardinal rule nearly always results in automatic dismissal from the TC. Cardinal rules include

- No physical violence
- No threats of violence or intimidation
- No drugs or alcoholic beverages
- No sexual activity.

Major rules are essential to the recovery process. Residents who break major rules are subject to learning experiences designed by staff members. Breaking a major rule more than once threatens the physical and psychological safety of the community. Usually, only one episode of breaking major rules is tolerated. Major rules include

- No stealing or other illegal activity
- No vandalizing or destroying property
- No contraband.

House rules are similar to society's expectations, are related to prosocial behavior patterns residents are expected to adopt gradually, and include

- Following instructions
- Being punctual
- Maintaining appropriate appearance
- Using proper manners
- Not lending or borrowing money or other possessions.

Structured Socialization

Structured socialization is a step-by-step process through which residents learn prosocial behavior and attitudes that allow them to become productive members of mainstream society. The TC social organization helps residents learn this process and includes the following four aspects:

- Structure
- Systems
- Communication
- Daily regimen of scheduled activities.

Structure

Structure enables residents to learn

- *A step-by-step approach for success:* For residents who have a history of real and perceived failures, the step-by-step staged approach to treatment provides opportunities to succeed and receive positive reinforcement.
- *How their behavior affects others:* For residents who are indifferent to the consequences of their behavior, the highly structured procedures force them to be aware of their surroundings and the effect of their behavior on others.
- *To recognize and address their underlying issues:* The social structure exposes residents to various roles that can reveal emotional, attitudinal, and behavioral problems.
- *Positive interactions with authority:* For residents who have had difficulties with authority figures, the structured program provides many opportunities to have positive interactions with staff authority figures.

System

TC systems help residents learn to

- *Function in a hierarchical social system:* For residents who are mistrustful, cynical, or fearful of systems, the TC provides opportunities to learn how to function in a hierarchical social system.
- *Follow through:* For residents with poor accountability, TC systems monitor their behavior as they learn to be responsible for their actions and follow through on work and promises.
- *Make gradual progress:* For residents who tend to give up, the TC teaches tolerance, patience, and gradual progress to meet goals. Adherence to procedures requires residents to control their impulses, delay gratification, handle frustration, and manage emotions.

Communication

Open communication and a communication system enhance residents' healing and learning because

- *Breakdowns are discussed:* All breakdowns are reported and discussed to further residents' healing and learning processes.
- *Provoked reactions are resolved:* Information and reactions (thoughts, feelings, and questions) are discussed openly and resolved to further the healing and learning processes.
- *Positive affiliation is achieved:* Informal peer communication is the primary way residents start to experience a sense of community with the TC.

Daily Regimen of Scheduled Activities

- *To be productive:* For residents who lack structure in their lives, the TC teaches goal setting, how to establish productive routines, the completion of chores, and time management.
- *The benefits of consistent performance:* For residents who have trouble achieving long-term goals, the TC routine teaches that goal attainment occurs one step at a time and rewards consistent performance.
- *What to do with free time:* The full schedule provides certainty and reduces anxiety associated with free time that typically triggered drug-related behavior in the past.
- *To minimize self-defeating thoughts:* For residents who may be withdrawn, the structured day lessens their preoccupation with self-defeating thoughts.

Meetings

Meetings are organized components of the day. Participation in meetings is part of the healing and recovery processes and contributes to a sense of orderliness and purpose. Meetings provide a structured way to address individual and collective concerns and to reinforce the main messages of recovery.

Daily meetings help staff members account for each resident and to assess individual or group moods. Residents who are withdrawn or not participating are considered at risk for dropping out, violence, or suicide. TC meetings include the following:

- *Morning* meetings are brief (30 to 45 minutes) and are led by residents to start the day on a positive note.
- *House* or *general* meetings are held as needed to address communitywide problems.
- *Closing* meetings are held every night to disseminate information and plan for the next day.

Seminars are considered meetings and

- Educate residents about various topics
- Provide intellectual stimulation
- Help residents examine their personal values
- Stimulate insightful thinking
- Help residents understand the TC and its philosophy
- Raise awareness of important recovery issues
- Help members develop the ability to express themselves, building confidence and self-esteem
- Enhance residents' attention spans and listening and speaking skills.

TC Physical Environment

The physical environment of the TC is structured to enhance residents' sense of community and to help them learn to take care of themselves and their environment. It is important for staff

members to reinforce the importance of taking care of the TC environment and to serve as role models for the residents.

Indoor areas (such as the residents' rooms and common areas) are used to reinforce the sense of community and foster a sense of home and ownership. Residents must keep these areas clean and orderly and are encouraged to take pride in keeping these areas neat and attractive.

Access and Security

TCs are not locked facilities, but they have restricted access for security purposes and as part of the therapeutic process. The TC is designed to separate residents from their previous surroundings socially, physically, and psychologically. Residents must disengage from the people, places, and things associated with their previous lifestyle.

Review of Module 5

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- State at least three reasons why rules are important in TCs?
- Explain the four aspects of the TC social organization and explain how each aspect benefits TC residents?
- Explain the purpose of each type of resident meeting: morning, general or house, and closing?
- Explain how the physical environment of the TC benefits residents?
- Explain how rules related to security and access contribute to residents' healing and recovery process?